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ABSTRACT

Brief descriptions are provided of the 48 specific disability support practices being provided by community colleges. In its call for contributions, the American Association of Community Colleges solicited information about factors that practitioners thought contributed to the success of a disability support program. Nearly 50 different key factors were mentioned, including four that were cited by approximately half of the respondents represented in the book: administrative commitment, community linkages, staff expertise, and faculty support. Following a chart summarizing support practices by state, the 48 program descriptions are presented in the categories of: (1) general disability support programs; (2) programs for specific disabilities--programs for the deaf, developmental disabilities program, head injuries programs, learning disabilities programs, psychiatric disorders program, visual impairment/hearing impairment program; (3) career preparation/vocational training; (4) partnerships/community resources; (5) technology; and (6) other disability support programs--administrative structure, administrative technology, extracurricular activities, fund-raising, wellness program. Each description includes information about the college, a program summary, resource requirements, key factors in success, community partners, awards and honors, and sources of funding. (MAB)

ED 364 309

Disability Support Practices in Community Colleges: Selected Examples

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Lynn Barnett, Editor

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American Association of Community Colleges

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Disability Support Practices in Community Colleges: Selected Examples

Lynn Barnett, Editor

A project of the American Association of Community Colleges
with funding from the U.S. Department of Education

Disability Support Practices in Community Colleges: Selected Examples

Lynn Barnett, Project Director
Allan Jimenez, Staff Assistant
Laura Guimond, Design Consultant

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PREFACE

Community colleges serve a larger proportion of students with disabilities than any other segment of postsecondary education. As a result of this experience, they have developed effective and creative disability support practices and programs that help these individuals reach their fullest potential. This book describes 48 of those practices and programs. Some are general disability support programs for all students with disabilities, others are directed toward specific audiences or particular goals. Together, they should serve as a resource for administrators and practitioners looking for practical solutions.

This book follows the 1992 publication of the *Directory of Disability Support Services in Community Colleges*, which profiled services at more than 600 institutions. The programs and practices presented here were selected by an external panel of experts from nearly 150 entries submitted in response to AACC's nationwide "Call for Contributions."

Both the directory and this book were made possible by a grant from the U.S. Department of Education, Office of Special Education Programs. Special appreciation is extended to Rhona Hartman, Director of the HEATH Resource Center at the American Council of Education, Washington, DC; to Kathleen McLane, Associate Director of the ERIC Clearinghouse on Disabilities and Gifted Education, at the Council for Exceptional Children, Reston, Virginia; to staff and members of the Association for Higher Education and Disability (AHEAD) for their advice and assistance; and to members of the external review panel. Most importantly, AACC is indebted to the presidents and staffs of community colleges who serve students with disabilities and made this publication possible.

David Pierce
President
American Association of Community Colleges

November 1993

Linda Belk, LEAP administrative assistant, looks on as Kevin Taylor, York Tech graduate and LEAP participant, prepares for his presentation to the College Foundation.

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INTRODUCTION

This book was compiled in response to requests for examples of specific disability support practices in community colleges. The 48 practices described here were selected by an external review panel from among more 150 entries submitted by community colleges nationwide. Several were winners in the award competition sponsored jointly by AACC, the National Organization on Disability, and J.C. Penney during the past five years. Other national, regional, or local organizations have recognized many of the practices for their effectiveness and contributions to their communities.

In its "Call for Contributions," AACC solicited information about factors that practitioners thought contributed to the success of a disability support program. Nearly 50 different "key factors in success" were listed. Among them, four factors stand out. Each of the four was cited by approximately half of the 48 respondents represented in this book. They are:

- ★ Administrative commitment
- ★ Community linkages
- ★ Staff expertise
- ★ Faculty support

Interestingly, three of these four factors have to do with institutional commitment and support. This may suggest the importance of a "can do" approach to disability support services. Following close behind the top four factors were a student-oriented approach and stable funding. Further down the line were creativity and flexibility in service delivery, job transition or placement activities, comprehensive student support services, assistive technology, and a structured curriculum.

The prevalence of community connections is not surprising in the community college environment, where community involvement is part of the institutional mission. The range of cooperating organizations is impressive: business and industry, disability support service providers, state and local agencies, community-based organizations, other educational institutions, charitable organizations and foundations, and private citizens. Specific linkage initiatives range from service referrals to advisory councils to student internships with local employers.

These examples show that community colleges—rural, urban, or suburban—are developing innovative approaches to meet students' special needs.

	INSTITUTION	PROGRAM
CA	Butte College	Computer Access Resource and Learning Operation (CARLO)
	Coastline CC	Traumatic Head Injury (THI) Program
	Fresno City College	Enabler Program
	Gavilan Joint CC District	JOBFINDERS
	Grossmont College	Adapted Computer High Tech Center Program
	Monterey Peninsula College	Supportive Services
	Ohlone College	Deaf Center
	Oxnard College	OC-INTRA (INstruction for TRAnsition)
	Palomar College	Disabled Student Programs and Services
	Santa Barbara City College	Students with Psychological Disabilities Model Service Site
CO	Colorado CC and Occupational Education System	Computer Access Centers
	CC of Aurora	Customized Computer Accounting
	CC of Denver	Computer Training for People with Disabilities
	Front Range CC	Disability Services Work Group
DE	Delaware Technical and CC	Student Support Services
FL	Indian River CC	Career Empowerment Opportunities (CEO) Project
HI	Leeward CC	Komo Mai Center
IL	John Wood CC	Support Services Center
	Parkland College	Learning Resource Program
	Waubonsee CC	Disabled Student Programs
	William Rainey Harper College	Center for Students with Disabilities
MA	Mount Wachusett CC	Team for Students with Disabilities
	Northern Essex CC	Special Services for Deaf and Hard of Hearing People
MD	Catonsville CC	Support Services for Students with Disabilities
	Montgomery College	Learning Center Program
MN	Normandale CC	Designing Educational Experiences for Disabled Students (DEEDS)

DISABILITY SUPPORT PRACTICES BY STATE

	INSTITUTION	PROGRAM
MO	The Metropolitan CCs	WorkAbility
NC	Asheville-Buncombe Technical CC	Special Needs
	Blue Ridge CC	Special Populations Office
NJ	Middlesex County College	Project Connections
	Ocean County College	Project Academic Skills Support (PASS)
NY	LaGuardia CC	Program for Deaf Adults
OH	Columbus State CC	Project BOSS (Business Opportunity Success System)
OR	Clackamas CC	Training in Adaptive Computer Technology (TACT) Program
PA	CC of Allegheny County	Vocational Training Programs for Special Need Adults
RI	CC of Rhode Island	Access to Opportunity
SC	York Technical College	Learning Enhanced Achievement Program (LEAP)
TN	Pellissippi State Tech CC	Microcomputer Office Software Training (MOST)
TX	Del Mar College	Wellness Center
	Richland College	Total Re-Integration (TRI) Program
VA	Dabney S. Lancaster CC	CHAMPS Club
	New River CC	Comprehensive Services for Students with Disabilities
WA	Columbia Basin College	Education Access Services
	Lake Washington Technical College	Electronic Manufacturing
	Spokane CC	Disability Student Services
WI	Chippewa Valley Technical College	Project SERVE
	Northcentral Technical College	Visually-Impaired Persons (VIP) Program Hearing-Impaired Persons (HIP) Program
	Waukesha County Technical College	Career Placement Services

Prisoners at Sussex Correctional Institute with Del Tech quadriplegic student, John Jefferson, and SCI educational supervisor, Chuck Laws.

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★ GENERAL DISABILITY SUPPORT PROGRAMS ★

A New River Community College student receives assistance from an interpreter and a member of the college's tutoring staff. Photo credit: Eric Brady

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Special Populations Office

Blue Ridge Community College

College Drive
Flat Rock, North Carolina 28731

President: David W. Sink
Contact: Victoria E. McKee
(704) 692-3572, ext. 290

Year program established: 1991
Number of individuals served per year: 335
Total college credit enrollment: 1,313

Program Summary:

Blue Ridge Community College is a small, rural college that has seen nearly a doubling of the number of students with disabilities between 1991 and 1992. This growth is attributed to the increased recognition of the spirit and capacity of the Special Populations Office. Wise utilization of resources permits the office to provide services beyond "reasonable accommodations" and to offer additional support through the Computer Learning Lab and community consultants. The Computer Learning Lab, funded by a private grant, specializes in equipment and software designed to meet the needs of individuals with visual, hearing, physical, and cognitive disabilities. To promote academic success, the college offers students equipment, counseling, notetakers, readers, interpreters, special test administration, and pre-diagnostic testing. Information about student needs are relayed to each instructor every quarter through an Individualized Action Plan. Mid-term progress reports provide a formalized assessment of student success and allow for intervention to reduce the chance of failure. The office also coordinates the Peer Tutoring Program, which offers additional support to all students at the college. The Special Populations Office has earned the respect of the community, which often asks for special consultations, particularly regarding brain injury. Staff assist in finding independent living resources and opportunities, sometimes including enrollment at the college.

Resource Requirements:

Full-time coordinator, part-time assistant; IBM PCs and Macintosh; assistive technology (e.g. talking calculator, Listenaider, magnifying technology, speech synthesizer, expanded keyboard)

Key Factors in Success:

- ★ Student-oriented programming
- ★ Accessibility of support services
- ★ Timely provision of accommodations
- ★ Administrative and faculty support
- ★ Community linkages

Community Partners:

Asheville-Buncombe Technical Community College; Employment Security Commission; Governor's Advocacy Council for Persons with Disabilities; Henderson County Department of Social Services; Henderson County Public Schools; Henderson County Sheltered Workshop; Hendersonville Mayor's Committee for Persons with Disabilities; North Carolina Division for the Blind; North Carolina Division for the Deaf and Hard of Hearing; North Carolina Head Injury Foundation Professional Council; Thoms Rehabilitation Hospital; Trend Community Mental Health; Vocational Rehabilitation

Sources of Funding:

Perkins funds; Melvin R. Lane Charitable Trust; college funds

Support Services for Students with Disabilities

Catonsville Community College
800 S. Rolling Road
Baltimore, Maryland 21228

President: Frederick J. Walsh
Contact: Jill Brooks
(410) 455-4718

Year program established: 1978
Number of individuals served per year: 225
Total college credit enrollment: 12,856

Program Summary:

Catonsville offers a variety of services to students with disabilities, including counseling for personal, career, and academic concerns; interpreters for the classroom as well as for other non-campus events; notetakers, readers, and tutors; and alternative test-taking arrangements. The college offers specific services depending on the needs of the students with disabilities. For blind and visually impaired students, computer literacy training with voice-supported terminals is provided. For deaf and hard-of-hearing students there are special classes using computer-assisted instruction to improve reading, writing, and communications skills. They also participate in a deaf club sponsored through Student Activities. Assistive listening devices are available for the hard-of-hearing. Services for students with learning disabilities include the use of the Learning Assistance Center, which uses adaptive equipment to help students in their individual coursework.

Resource Requirements:

Staff: coordinator/counselor for students with disabilities, counselor for students with learning disabilities, counselor for students with visual impairments, part-time coordinator of interpreter services, coordinator of readers/notetakers/tutors, academic skills specialist, 12 freelance interpreters, 12 notetakers/readers/tutors, 4 student aides. *Facilities/equipment:* 10 TTYs on campus, 1 TTY pay phone, voice supported computers, portable science lab station for wheelchair users, visual teks, 4 assistive listening devices, 7 IBM and 5 Macintosh computers, Kurzweil reader, Zoom Text, Arkenstone Reader, software (Soundproof, Bookwise, Outspoken, Write Out Loud, Dragon Dictate), two Easy Listeners.

Key Factors in Success:

- ★ Adequate student support services
- ★ Counseling services
- ★ Faculty's positive attitude
- ★ Assistive computer technology

Awards/Honors:

Outstanding Program, AACC/National Organization on Disability/J.C. Penney, 1989

Sources of Funding:

College operating budget; Title III

Access to Opportunity

Community College of Rhode Island
400 East Avenue
Warwick, Rhode Island 02886

President: Edward J. Liston
Contacts: Julie M. White
(401) 825-2305
Pamela A. Rohland
(401) 825-2369

Year program established: 1980
Number of individuals served per year: 120
Total college credit enrollment: 17,986

Program Summary:

The goal of the Access to Opportunity program is to ensure retention, graduation, and transfer of participants. It offers a comprehensive program of support including orientation, academic advising, career exploration, transfer advising, tutoring, and adjustment counseling. It also coordinates the use of adaptive equipment and support services. Access has achieved a retention rate of 89 percent since its inception in 1980. Features that contribute to that retention include early advising about transfer to four-year colleges and a mini-transfer fair with a panel of past students. The Transition to Employment program, begun in 1984, works with a network of area employers to help students with disabilities enter the job market. The program aims to increase employer awareness, improve participant employability and inform them of the range of job opportunities, and retain students in good standing. Supporting these goals are a Job Club, job readiness workshops, career preparation path reviews from a review team, and a series of informational seminars and breakfast meetings.

Resource Requirements:

Counselor, coordinator, support staff, notetakers, readers, interpreters; adaptive equipment; office and meeting space

Key Factors in Success:

- ★ Transfer advising and guide
- ★ Employer network
- ★ Student motivation
- ★ Follow-up on past transfer students

Community Partners:

Business and industry; rehabilitation agencies; other educational institutions; network of approximately 50 area employers

Awards/Honors:

Outstanding Program, AACC/National Organization on Disability/J.C. Penney, 1992

Sources of Funding:

Perkins funds; U.S. Department of Education; college funds

Komo Mai Center

Leeward Community College
(University of Hawaii Community College System)
96-045 Ala Ike
Pearl City, Hawaii 96782

Provost: Barbara B. Polk
Contact: Marie Ruane
(808) 455-0288

Year program established: 1974
Number of individuals served per year: 276
Total college credit enrollment: 5,646

Program Summary:

The Komo Mai Center began as a program to provide services to all students with disabilities requesting assistance at Leeward Community College, which was designed for total accessibility. Since its inception, Komo Mai's goals have included (1) Outreach, actively recruiting within the community; (2) Visibility, developing campus awareness of the needs of individuals with disabilities; (3) Delivery of services, providing continuous contact with students; and (4) Integration, supporting active participation by students in all campus activities. Daily activities of the center are divided into five categories: recruitment, admissions-related support services, instructional support services, special needs services, and administrative support services. Students and faculty are supported through individualized assistance and awareness workshops. Special needs services include auxiliary aides (readers, writers, notetakers, mobility aides), adaptive equipment and furniture, computers and adaptive software, career shadowing at a job site, support groups (Ohana Club for social growth and Rap Group for alcohol and drug abusers), financial assistance through special scholarships, and advocacy for improved accessibility.

Resource Requirements:

Staff: two coordinators with master's degrees (Center and career shadowing), 20 student helpers (auxiliary aides, peer counselors). *Facilities/equipment:* 30' x 35' office with adaptive equipment and furniture; six computers with printers, five laptop computers, keyguards, porta reader, talking calculators, magnifying screens and glasses, tape recorders, wheelchairs, TTY, television, and VCR.

Key Factors in Success:

- ★ Active recruitment of traditional and nontraditional students
- ★ Non-stressful office environment for students
- ★ "Obana" or family atmosphere of working in harmony

Awards/Honors:

Honorable Mention, AACC/National Organization on Disability/J.C. Penney, 1988

Sources of Funding:

College, state, and federal funds

Supportive Services

Monterey Peninsula College
980 Fremont Street
Monterey, California 93940

President: David W. Hopkins
Contact: Ronald E. Baker
(408) 646-4070

Year program established: 1973
Number of individuals served per year: 560
Total college credit enrollment: 9,361

Program Summary:

Monterey Peninsula College's program allows students with disabilities the opportunity to mainstream fully into the regular college program. Special supportive services enable them to participate in regular activities, programs, and classes at the college. Provided on an as-needed basis are the following supportive services: adapted equipment access, alternate classroom testing, assistive listening systems, interpreters for the deaf, in-class notetakers, job placement and development, learning skills assessment, liaison with campus and/or community agencies, on-campus transportation, priority registration, readers, and special orientation to college, tutoring, and counseling. Several special classes are offered each semester. They include: Adapted Physical Education; Adaptive Computer Applications; Communication Skills: Aphasic; Developing Your WorkAbility; Language Skills: Acquired Brain Injured; Modified Tying; Modified Word Processing; Computer Assisted Instruction; Vocational Assessment; Writing, Reading and Math Skills Development.

Resource Requirements:

Staff: acquired brain injury specialist, adaptive physical education instructor, hearing impaired specialist, job placement specialist, learning disabilities specialist, physical disabilities specialist, rehabilitation counselor, speech and language pathologist

Key Factors in Success:

- ★ Campus support (administration, faculty, staff)
- ★ Stable funding source
- ★ Dedicated staff and faculty
- ★ Creative approach to service delivery
- ★ Resourceful use of funding

Community Partners:

Community agencies

Awards/Honors:

Site of first High Tech Center for the Disabled, now emulated statewide at 60+ sites, focusing on adapted computer technology and computer assisted instruction; one of four colleges selected statewide for three-year grant to establish a Regional Resource Center for the Deaf and Hard of Hearing; grant recipient (renewed seven times) from Department of Rehabilitation for job placement

Sources of Funding:

Local, state, and federal allocations and grants

Team for Students with Disabilities

Mount Wachusett Community College
444 Green Street
Gardner, Massachusetts 01440

President: Daniel M. Asquino
Contact: Nancy Kennedy
(508) 632-6600

Year program established: 1973 (Team, 1988)
Number of individuals served per year: 325
Total college credit enrollment: 4,006

Program Summary:

The number of self-identified students with disabilities enrolled at Mount Wachusett Community College is the highest among the 15 community colleges in the state. A team approach is used to meet the needs of these students. The Team for Students with Disabilities is chaired by the counselor for students, who also serves as the Section 504 coordinator. The Team includes the learning disabilities specialist, director of special populations, college counselor, job developer, academic and career counselor, nurse/health educator, counselor for adult basic education, learning assistant, Talent Search grant director, and coordinator of the Academic Support Center. Members of the Team have refined an effective formalized system of identification, dissemination of information, and delivery of service. They help students determine their individual strengths and limitations, using appropriate adaptive equipment and selecting appropriate career and vocational goals. While students are enrolled in classes, they may receive the following services: ongoing monitoring of academic progress, tutoring from a learning assistant, peer tutors, electronic spell checks, notetakers, tape recorders, taped text services, and/or scribes. Team members work with students to build skills and determine accommodations that are transferrable to the workplace.

Resource Requirements:

Nine professionals (including a job developer), learning assistant; adaptive computer lab; academic support center

Key Factors in Success:

- ★ Team concept
- ★ Number and variety of professional staff
- ★ Individual contact, pre-admission through job development
- ★ Partnerships with community agencies
- ★ Close working relationships with area high schools

Community Partners:

Massachusetts REHAB Commission (Fitchburg and Greenfield offices); North Central Human Services (Gardner); area high schools

Awards/Honors:

Outstanding Program, AACC/National Organization on Disability/J.C. Penney, 1991

Sources of Funding:

Perkins funds; state funds; U.S. Department of Education grants (TRIO, etc.)

Comprehensive Services for Students with Disabilities

New River Community College
P.O. Box 1127
Dublin, Virginia 24084

President: Edwin L. Barnes
Contact: Douglas D. Warren
(703) 674-3617

Year program established: 1979
Number of individuals served per year: 150
Total college credit enrollment: 3,582

Program Summary:

In rural southwestern Virginia,New River Community College provides a wide array of services for students with disabilities. For more than 125 students with identified learning disabilities, the college offers multifaceted services, including a comprehensive schedule of academic, tutoring, and counseling support. The college's services in this area have been singled out by the University of Wisconsin and others as among the most effective of their type in the United States. New River has a special role in providing educational access to students with hearing impairments through its full-fledged Center for the Deaf and Hard of Hearing. Some 30 students are currently enrolled in the center, which offers support services that enable deaf and hard-of-hearing students to enroll in any of the college's academic programs. General disability support services also include: interpreting, notetaking, specialized advising, special summer transition programs, individual and small group counseling, instructional technology to support special needs, small-group seminars focusing on academic and social skills, and classroom intervention strategies such as taped lectures and untimed tests. Other services include a federally funded Student Support Services program; remedial English, math, and reading programs; and services for students with ambulatory or other physical disabilities.

Resource Requirements:

Several full-time and part-time positions including program coordinators, interpreters, and counselors

Key Factors in Success:

- ★ Faculty approval and support
- ★ Trained staff
- ★ Administrative support
- ★ Financial resources
- ★ Year-to-year continuity

Community Partners:

State agencies; University of Tennessee; Gallaudet University; local advisory boards

Awards/Honors:

Exemplary program, National Center for Research in Vocational Education, 1993; Outstanding Program, AACC/National Organization on Disability/J.C. Penney, 1992; model program for serving students with learning disabilities, University of Wisconsin-Madison, 1991; Outstanding Program Award, Virginia Council for Learning Disabilities, 1990; Excellence in Education Award, Virginia Tech, 1987

Sources of Funding:

Institutional funds; Postsecondary Education Consortium of University of Tennessee; State Department of Rehabilitative Services

DEEDS
(Designing Educational Experiences for Disabled Students)

Normandale Community College
9700 France Avenue South
Bloomington, Minnesota 55431

President: Thomas J. Horak
Contact: Mary Jibben
(612) 832-6422

Year program established: 1981
Number of individuals served per year: 250
Total college credit enrollment: 15,317

Program Summary:

Established originally with a federal Title I grant, the DEEDS program aims to provide accommodations that allow students with disabilities to participate in the regular college curriculum. Accommodations may include the following: student support coping with a disability in college, alternate testing, notetaking, proofreading, faculty contact assistance, orientation to assistive technology for reading or computer use, referral to appropriate outside agencies, building orientation, planning for balanced course selection or class enrollment, priority registration, individual assistance such as organization or time management planning, advocacy assistance, specific seating in classrooms, lab assistance, taped textbook referral, and designated student lockers. The DEEDS program is housed in the Independent Learning Center, which is used by the entire college community and provides testing services, peer tutoring, and academic support materials.

Resource Requirements:

Staff: coordinator, interpreters, laboratory assistants, secretarial support, college and community volunteers. *Facilities/equipment:* two closed-circuit television magnifiers, machine for reading printed material, assistive technology for computers (voice-activated input, Braille output, large screen display, voice synthesizer, multi-model text viewing, keystroke modifications, flashing cursor program, word prediction programs).

Key Factors in Success:

- ★ Well-developed services and dedicated staff
- ★ Student independence and self-advocacy
- ★ Assistive technology
- ★ College-wide commitment
- ★ Visibility in community and state

Community Partners:

Bloomington Rotary Club; Kaiser Roll Foundation

Awards/Honors:

Statewide recognition of individual students and staff for outstanding contributions

Sources of Funding:

College general funds; Minnesota Community College System; grants; Bush Foundation; community service organizations (Bloomington Rotary Club, Kaiser Roll Foundation); Normandale Foundation

Disabled Student Programs and Services

Palomar College
1140 W. Mission Road
San Marcos, California 92069

President: George R. Boggs
Contact: Ron Haines
(619) 744-1150, ext. 2378

Year program established: 1972
Number of individuals served per year: 1,000
Total college credit enrollment: 21,278

Program Summary:

Palomar helps students with disabilities participate fully in all academic and vocational classes and other components of the college. It supports students with physical, hearing, speech, learning, and psychological disabilities and acquired brain injuries. Services include specialized academic, personal, vocational, and placement counseling; learning disability assessment/prescriptive planning; interpreters, notetakers, and tutors; campus mobility assistance; reader services; testing accommodations; adaptive equipment, and registration assistance. Specialized instruction includes special classes in reading, math, English, and learning management strategies; speech/language remediation; adaptive physical education classes including innovative classes in skiing and canoeing; and instruction in independent living skills/transition skills for students with developmental disabilities or acquired brain injuries. The High Tech Center promotes program access and independence. A model placement and follow-up program, Partnerships for Employing Students with Disabilities, works with area agencies and business/industry representatives to help ensure employment opportunities. Peer-mentor arrangements are created. The Undefeated Club promotes socialization and disability awareness.

Resource Requirements:

Staff: three counselors, learning disability specialist, speech/language specialist, four instructional specialists, two instructional associates, two technicians, interpreter coordinator, clerical staff, interpreters, student employees. *Facilities/equipment:* computer adaptations and adaptive technology (Kurzweil reader, Dragon Dictate, Headmaster, etc.).

Key Factors in Success:

- ★ Dedicated, student-oriented staff
- ★ Campus and community interaction
- ★ Staff/faculty/administration interest in student success
- ★ External funding sources

Community Partners:

Partnerships for Employing Students with Disabilities Transition Board; Partnerships for Employing Students with Disabilities Advisory Board (business/industry)

Awards/Honors:

Outstanding Program, AACC/National Organization on Disability/J.C. Penney, 1991

Sources of Funding:

State funds; local funds; Vocational and Technical Education Act grant; U.S. Department of Education; Palomar College Foundation; Tomlinson Foundation; community contributions

Disability Student Services

Spokane Community College
(Community Colleges of Spokane)
North 2000 Greene Street
Spokane, Washington 99207

President: Terrance R. Brown
Contact: Sunny Burns
(509) 533-7010

Year program established: 1978
Number of individuals served per year: 200
Total college credit enrollment: 11,610

Program Summary:

Spokane's program provides access and equalization of educational opportunities on a college-wide basis to students with disabilities. A team approach is taken to plan yearly goals, conferences, and educational workshops for campus personnel and students. With help from student clubs, the DSS Center conducts a "Celebration of Ability" week each year that features speakers, adaptive equipment, and student presentations. Ongoing workshops support faculty development efforts. Students use adaptive technology that helps them successfully process classroom information. The college provides a number of services to its large hearing-impaired population, including interpreting, tutoring, notetakers, laptop computers, and individual orientations. Two student clubs, Hands Up for Hearing and the Disability Awareness League, are given club advisors and meeting places. The DSS Center is centrally located on campus.

Resource Requirements:

Staff: full-time counselor, full-time program support supervisor for hearing-impaired, two full-time interpreter/tutors, 12-22 part-time staff (hearing-impaired interpreting and tutoring); three work study students. *Facilities/equipment:* three offices, small conference room, multipurpose open area, office support station, reception area, TV, video tape unit, closed caption machine, tape recorders, Kurzweil, TDDs, transcription equipment, training tape library, assistive listening equipment, NCR paper.

Key Factors in Success:

- ★ Student needs at forefront of program planning/implementation
- ★ High trust/cooperative spirit among staff
- ★ Administrative support
- ★ Strong community agency support
- ★ General faculty/staff awareness of accommodation needs

Community Partners:

Labor and Industry; Eastern Washington Service Center for the Deaf and Hard of Hearing; Career Connections; Departments of Vocational Rehabilitation, Idaho, Montana, Alaska, Washington; Washington State School for the Deaf; Gallaudet University; Seattle Central Community College; Spokane Falls Community College; Interpreter Training Program; Spokane Transit Authority; Area Hearing Impaired Programs (K-12)

Awards/Honors:

Honorable mention, AACC/National Organization on Disability/J.C. Penney, 1990

Sources of Funding:

State funds; Perkins funds; donations

Disabled Student Programs

Waubonsee Community College
Rt. 47 at Harter Road
Sugar Grove, Illinois 60554

President: John J. Swalec
Contact: Iris Jorstad
(708) 466-4811, ext. 602

Year program established: 1972
Number of individuals served per year: 200
Total college credit enrollment: 6,750

Program Summary:

Waubonsee's Disabled Student Programs (DSP) office encourages an attitude of respect for differing abilities and individual personal mastery. It provides academic support services, counseling, vocational preparation, community outreach, and pace-setting technology. Professional staff work with students in identification, educational planning and orientation, assignment of support services, class enrollment, and completion. Support services include interpreting, notetaking, amanuensis, readers service, tutoring, alternative testing accommodations, and advocacy. DSP has a long record of providing transitional support for students entering the workforce. Community support and interagency networking are key elements. By serving on a variety of state and local boards, the staff provides and coordinates a wide range of community services and leadership opportunities for students. Waubonsee has hosted a national volleyball tournament for the deaf community for 20 years and has provided leadership training to more than 1,000 Midwestern elementary and high school students through its Youth Leadership Program, Hearing Impaired Day, and Deaf Olympics. Delta Sigma Omicron promotes leadership experiences for disabled students. DSP students serve on the Student Senate, Board of Trustees, and Boards for Center for Independent Living.

Resource Requirements:

Staff: program manager, counselor, instructor, two interpreter/program assistants, three learning disability specialists, tutor coordinator, 20 part-time tutors, 14 part-time interpreter/readers, secretary. *Facilities/equipment:* office with space for students and family members; emphasis on creative use of standard equipment (copier, tape recorders, computers, video equipment); TDDs, voice-activated computers.

Key Factors in Success:

- ★ Board/administration/staff commitment
- ★ Climate of flexibility and innovation
- ★ Shared vision for student success
- ★ Holistic approach to life preparation
- ★ Willingness to learn from students

Community Partners:

Illinois Department of Rehabilitative Services; Kane, Dekalb & Kendall; Lions International; Kidney Foundation; Delta Zeta Sorority; Easter Seals; Centers for Independent Living; Aurora YMCA

Awards/Honors:

Honorable Mention, AACC/National Organization on Disability/J.C. Penney, 1990; Bright Idea, Illinois Council of Community College Administrators, 1989

Sources of Funding:

Illinois Department of Rehabilitation Services/Waubonsee Community College Third Party Cooperative Agreement

Center for Students with Disabilities

William Rainey Harper College
1200 W. Algonquin Road
Palatine, Illinois 60067

President: Paul N. Thompson
Contact: Tom L. Thompson
(708) 925-6266 voice
(708) 397-7600 TDD

Year program established: 1973
Number of individuals served per year: 500
Total college credit enrollment: 19,687

Program Summary:

Services for students with disabilities have been a part of Harper's fabric for 20 of its 25 years. A major focus over the years has been the academic success of students and the accessibility of the campus environment. Today's students are enrolled in transfer programs, career programs, adult education, and English-as-a-Second-Language classes. Academic support is a cornerstone of the Center for Students with Disabilities. An ESL program for persons who are deaf or hard of hearing, run jointly by the ESL department and CSD, provides in-depth instruction using a second language acquisition model and emphasizing the linguistic and cultural uniqueness of those who use American Sign Language as a first language. The college's Program to Achieve Student Success (PASS) for students with learning disabilities offers remediation, instruction in study skills and learning strategies, and content tutoring. A pre-college seminar, Preparing for College, is offered to new students and focuses on how to survive academically. CSD is involved in a major strategic planning initiative to evaluate and upgrade the college's computing resources to make them more accessible to students with disabilities.

Resource Requirements:

Professional staff with specific disability training; access to adaptive equipment and auxiliary aides; one-to-one academic assistance

Key Factors in Success:

- ★ Knowledgeable and experienced professional staff
- ★ Individualized academic support
- ★ Campus commitment to comprehensive access
- ★ Administrative support
- ★ Collaboration with other college departments

Community Partners:

Work Opportunities Resource Coalition (Northwest Suburban Special Education Organization, Harper College, local business leaders, career cooperative, parents groups, Department of Rehabilitative Services, adult service providers, local and state government representatives)

Awards/Honors:

Outstanding Program, AACC/National Organization on Disability/J.C. Penney, 1986

Sources of Funding:

College Educational Fund; Department of Rehabilitative Services; grants; corporate donations

★ PROGRAMS FOR SPECIFIC DISABILITIES ★

A copy magnifier is one of the instructional aids available to students in the Visually-Impaired Persons Program at Northcentral Technical College.

Program for Deaf Adults

LaGuardia Community College
(City University of New York)
31-10 Thomson Avenue
Long Island City, New York 11101

President: Raymond C. Bowen
Contact: Desiree Duda
(718) 482-5318

Year program established: 1975
Number of individuals served per year: 675
Total college credit enrollment: 9,398

Program Summary:

LaGuardia Community College's Division of Adult and Continuing Education houses the Program for Deaf Adults (PDA), the largest and most comprehensive postsecondary program for deaf and hard of hearing students in the New York Metropolitan area. Pre-college and degree programs provide students with vital support services including interpreters, tutors, notetakers, academic and personal counseling, and registration assistance. Redesigned courses in speech, reading communication, and writing form the foundation for a successful academic experience. PDA offers support services as well as content courses including Regents Competency Test Preparation, GED Preparation, Day Intensive Program for Deaf Foreigners, Computer Literacy, and outreach to senior citizens. In addition, PDA includes (1) the Regional Support Services Center, which provides support services to deaf and hard-of-hearing students attending other City University of New York campuses; (2) the Institute of Sign Language Interpretation, the first of its kind in the New York City area; and (3) an American Sign Language program, offering course levels I through VI.

Resource Requirements:

Staff: full-time director, coordinator of academics, academic counselor, career counselor, coordinator of support services, coordinator of interpreter services, coordinator of Regional Support Services Center, coordinator of American Sign Language study; part-time teachers, interpreters, tutors, notetakers. *Facilities/equipment:* student/teacher resource room, media lab, tutoring lab, TTYs, computer plateviewers, visual alarms, visual phones.

Key Factors in Success:

- ★ Quality professional staff
- ★ Staff fluency in American Sign Language
- ★ Structured courses that build academic skills
- ★ Comprehensive support services
- ★ Staff members who are part of the deaf community

Community Partners:

New York State Vocational Rehabilitation Office; Lexington School for the Deaf; New York City Board of Education; Queens Independent Living Center

Sources of Funding:

New York State allocation (since 1986); City University of New York; State Readers Aid; State Vocational Rehabilitation; Vocational and Technical Education Act grant; student fees

Special Services for Deaf and Hard of Hearing People

Northern Essex Community College
Elliot Way
Haverhill, Massachusetts 01830-2399

President: John R. Dimitry
Contact: Jane Nunes
(508) 374-3658 voice/TTY

Year program established: 1982
Number of individuals served per year: 20-45
Total college credit enrollment: 6,609

Program Summary:

In 1980, after being the home of the Deafness Connections Program for many years, Northern Essex became the host site of the second regional center of Gallaudet University. The college established the Cluster for Deaf and Hard of Hearing Students, a developmental reading, writing, and grammar program taught in American Sign Language using English-as-a-Second-Language principles. Now serving 30-40 students with interpreting, notetaking, counseling, and assistive listening technology, Northern Essex is hailed as having the most comprehensive support services and programs for deaf and hard of hearing students in Massachusetts.

Resource Requirements:

Full-time director fluent in American Sign Language, counselor, and staff interpreter; 10-20 free-lance interpreters; assistive listening technology

Key Factors in Success:

- ★ Trained, ASL-fluent staff
- ★ Language
- ★ Financial support
- ★ Gallaudet Regional Center resource

Community Partners:

Gallaudet University Regional Center; Northeast Independent Living Program; health and education services

Awards/Honors:

Northeast Network Leadership Award, 1992

Sources of Funding:

Ronald McNair Program (Commonwealth of Massachusetts grant program administered by the Higher Education Coordinating Council); Massachusetts Rehabilitation Commission; college funds

Deaf Center

Ohlone College

43600 Mission Boulevard
Fremont, California 94539

President: Peter Blomerley
Contact: Ron Burdett
(510) 659-6269

Year program established: 1973
Number of individuals served per year: 250
Total college credit enrollment: 9,853

Program Summary:

Ohlone College has welcomed deaf students and faculty since 1972. The Ohlone College Deaf Center (OCDC) has one of the largest and most comprehensive programs in California designed to meet the specific academic and vocational needs of deaf students. Diverse in their culture and educational backgrounds, the students come from residential schools, mainstream programs, and from neighboring states and many foreign countries. They enroll in a variety of programs and courses that can prepare them to enter professional and/or occupational careers, or provide them with life enrichment experiences. For both native-born deaf students and those international deaf students with more traditional academic experiences, OCDC offers a college preparatory program. Courses include American Sign Language Structures, Reading and Written Expression, Deaf Culture, Deaf History, Mathematics, Career Exploration, and specialized study courses in the areas of U.S. history, government, and psychology.

Resource Requirements:

Staff: division director, instructors, counselors, administrative secretary, job developer, curriculum developers, interpreters. *Facilities/equipment:* Macintosh computer, modems, rewritable optical drives, fax, TTYs, scanners.

Key Factors in Success:

- ★ Commitment of Fremont-Newark Community College District
- ★ Faculty credentialed in Deafness Rehabilitation and/or Deaf Education
- ★ Transfer opportunities to four-year colleges
- ★ Personal, academic, vocational/career counseling services
- ★ Innovation

Community Partners:

Local employers who give students real-word career awareness experience

Sources of Funding:

California Community Colleges Chancellor's Office; Fremont-Newark Community College District; Department of Rehabilitation

OC-INTRA
(INstruction for TRAnsition)

Oxnard College
(Ventura County Community College District)
4000 South Rose Avenue
Oxnard, CA 93033

President: Elise D. Schneider
Contact: Ellen Young
(805) 986-5830

Year program established: 1988
Number of individuals served per year: 40
Total college credit enrollment: 6,318

Program Summary:

OC-INTRA is a pattern of classes at Oxnard College within a specialized instructional model that are suitable for students with developmental disabilities. The classes are designed to meet basic skills instructional and transition needs. Referred from local high schools, community agencies, and individuals, entering students enroll in Personal Development, Independent Living Skills, and Vocational Adjustment. Adaptive Computer Technology classes provide instruction in keyboarding and word processing, as well as computer-assisted instruction in survival academics. Specialized direct instruction is available in formal classes that teach math, reading, spelling, study skills, and cognitive retraining. Transition to classes in the Business-Technology Division is made when students are ready. Vocational counseling and assessment are available, and a career exploration component allows students to explore the world of work in a low-risk atmosphere. Full services are provided to qualified individuals in mainstream classes, and INTRA students who meet the same standards as students without disabilities earn Oxnard College Certificates of Achievement. The Oxnard program allows adults traditionally unable to compete in higher education to improve their skills, interpersonal relations, and personal empowerment.

Resource Requirements:

Instructional staff and classroom aides; access to computer lab and appropriate software

Key Factors in Success:

- ★ Students' interest in self-improvement
- ★ Willingness of mainstream instructors to work with all students
- ★ Effective instruction/specialized tutoring provided by special staff
- ★ Curriculum geared toward all areas of transition
- ★ Support group/social milieu of shared classroom experiences

Community Partners:

Secondary special education teachers; Regional Center and Vocational Rehabilitation staff

Sources of Funding:

Chancellor's Office, California Community Colleges

Traumatic Head-Injury (THI) Program

Coastline Community College
11460 Warner Avenue
Fountain Valley, California 92708-2597

Acting President: Judith Valles
Contact: Pat G. Arlington
(714) 751-9776

Year program established: 1978
Number of individuals served per year: 250
Total college credit enrollment: 17,360

Program Summary:

Coastline developed its Traumatic Head-Injury Program for citizens who have sustained traumatic head injuries that have resulted in impaired attention and concentration, memory disturbances, language disabilities, and/or loss of reasoning skills -- all of which prevent the individual from resuming pre-accident activities. The THI Program, the first such community college-based program in the nation, offers a curriculum with five sequential modules: Orientation and Attention/Concentration, Perceptual-Cognitive Processing, Organizational and Conceptual Skills, Logical Reasoning and Problem Solving, and Community Transition. Interpersonal and psychosocial skills and memory and notetaking are emphasized throughout the program. Case management teams coordinate curriculum and service planning for individual students. Students attend classes 3 1/2 hours per day, 4 days per week. They receive neuroeducational assessment, small-group instruction, computer-based cognitive rehabilitation, counseling, and career development and community transition assistance. A part-time program is available for students with less severe types of injuries, and a Home-Based Cognitive Rehabilitation Program teaches families how to provide assistance. Upon leaving the THI Program, approximately 80 percent of all graduates transition into work training, regular college programs, or employment.

Resource Requirements:

Staff: special education instructors with an understanding of acquired brain injury and neuroeducation, instructional aides and interns, counselors, career development faculty and staff, consulting neuropsychologist and neuroeducational interns. *Facilities/equipment:* traditional classrooms; computer lab with 20-25 stations and cognitive rehabilitation software; counseling and testing facilities.

Key Factors in Success:

- ★ Dedicated and conscientious faculty (full-time/part-time mix)
- ★ Active internship program for instructional aides and graduate neuroeducational interns
- ★ Strong college administration support
- ★ Case management structure with interdisciplinary teams for program and individual student planning

Community Partners:

California State Department of Rehabilitation for job training and placement

Awards/Honors:

CCC Outstanding Instructor for 1993-94; Outstanding Program, AACC/National Organization on Disability/J.C. Penney, 1990; Dayle McIntosh Center "Apple of Our Eye" Award, 1988

Sources of Funding:

State apportionment; federal and state grants; Coastline Community College Foundation

Total Re-Integration (TRI) Program

Richland College
(Dallas County Community College District)
12800 Abrams Road
Dallas, Texas 75243-2199

President: Stephen K. Mittelstet
Contacts: Carole Gray and Marilyn Martin
(214) 238-6180

Year program established: 1986
Number of individuals served per year: 45
Total college credit enrollment: 13,117

Program Summary:

Richland's Total Re-Integration Program is an educational experience designed specifically for adults who have sustained a head injury. TRI involves head-injured adults in a campus-based remedial program that brings them back into the mainstream of community life. While promoting social re-integration, the program concentrates on educational retraining, vocational preparation, physical fitness, and life skills. TRI is designed for students at various levels of physical, cognitive, and emotional recovery who have completed acute medical care treatment. Specially trained instructors use a multi-sensory method of instruction to maximize the learning potential of each student. Classes focus on improving concentration, retention, organization, and communication skills. Classes meet in a college environment with modern, fully-accessible facilities. The campus setting provides students with opportunities to interact in cultural, social, and educational activities.

Resource Requirements:

Rehabilitation staff, specially trained instructors, support staff; specialized curricula; accessible facilities; public transportation

Key Factors in Success:

- ★ Institutional support
- ★ Rehabilitation professionals with traumatic brain injury specialization
- ★ Agency referral network
- ★ Major metropolitan area
- ★ Individualized student support services

Awards/Honors:

Interassociation Medallion Award; National Council for Student Development, 1993

Sources of Funding:

Institutional funds; tuition; private funds (Diana Dean Head Injury Guild, Billy Gunsallus Memorial Fund)

Project Connections

Middlesex County College
155 Mill Road, PO Box 3050
Edison, New Jersey 08817-3050

President: Flora Mancuso-Edwards
Contact: Joan Ikle
(908) 906-2507

Year program established: 1984
Number of individuals served per year: 160
Total college credit enrollment: 11,738

Program Summary:

Entering its tenth year of providing services to students with learning disabilities, Project Connections helps students access higher education. Core services include an intensive summer orientation; transitional information sessions for families and prospective students; individualized academic tutorial support; personal, academic, and career counseling; assistance in advocacy with faculty; adaptive testing services; academic and technological strategy coaching; a student chapter of the Orton Dyslexia Society; and support in connecting with the college mainstream. The project has recently developed an admission policy to select students qualified to participate. At the heart of the project's success is a highly trained team of professionals who represent the disciplines of counseling, learning disabilities, and academia. They have come to be known within the institution, county, state, and nation for their expertise and innovation in leading Project Connections. Supplementary services include assessment and on-going in-service programs for faculty and referring professionals.

Resource Requirements:

Nine professionals, two support staff, variety of specialized consultants

Key Factors in Success:

- ★ Belief in students' ability to success in college
- ★ Comprehensive academic and counseling support by diverse staff
- ★ Student development of self-advocacy skills
- ★ Institutional climate and faculty support
- ★ Community linkages and professional networking

Community Partners:

Advisory board comprising representatives from the college, rehabilitation agencies, high school guidance counselors, child study team members, vocational schools

Awards/Honors:

Selected as State Regional Center by New Jersey Department of Higher Education

Sources of Funding:

State and federal grants; college funds

Learning Center Program

Montgomery College
51 Mannakee Street
Rockville, Maryland 20850

President: Robert E. Parilla
Contact: Janet Merrick
(301) 279-5058

Year program established: 1978
Number of individuals served per year: 170
Total college credit enrollment: 14,354

Program Summary:

The Learning Center Program (LCP) serves students with specific learning disabilities who have the motivation and potential for success in regular college classes, but who require support services because of deficits in basic skills, particularly reading, composition, and study skills. The program is designed to develop existing skills and teach coping strategies that can help students progress through regular college classes. The LCP comprises seven interactive classes (Basic English I and II, Basic Reading I and II, College Success, College Survival, and Student Habits Development) and supports two developmental math classes. Additional components include weekly LCP-team student staffings, individualized assessment testing of skills levels and learning styles, academic advising and counseling, prescriptive student profiles, tutoring, individualized skills building, and adaptive technology assessment and provision. LCP-eligible students have a diagnosed learning disability, average or above average intellectual ability, and a minimum reading comprehension level of sixth grade. The LCP strives to impart academic, advocacy, and study skills that will enable the participants to function independently. The staff monitors students' progress and directs them to the appropriate resources to facilitate the transition to a four-year institution or career.

Resource Requirements:

Staff: coordinator of disability support services; counselor; prescriptive learning, learning, reading, and instructional program specialists; instructional assistant; computer trainer; 25-30 tutors (student aides and community volunteers). *Facilities/equipment:* Learner Center with individual cubicles and adaptive technology laboratory; 15-station Novell network, 16 workstations or personal computers; various adaptive peripherals, audiovisual equipment, and alternative methods of input/output, including Sound-Proof, Kurzweil Personal Reader, Speaking Language Master, Franklin Spellers. Equipment is used by students with other disabilities as well.

Key Factors in Success:

- ★ Individualized assessment, prescription, and course placement
- ★ Interactive classes
- ★ Technical support and classroom accommodations
- ★ Strong professional team approach
- ★ Weekly tutorial and lab sessions

Community Partners:

Community Advisory Committee of local service providers, people with disabilities including a student representative, and parent advocates

Sources of Funding:

College operating budget; contributions and grants for equipment purchases

Project Academic Skills Support (PASS)

Ocean County College
College Drive
PO Box 2001
Toms River, New Jersey 08754-2001

President: Milton Shaw
Contact: Maureen G. Reustle
(908) 255-0456

Year program established: 1988
Number of individuals served per year: 300
Total college credit enrollment: 8,117

Program Summary:

The PASS program at Ocean County College is both a regional resource center and comprehensive support center for college students with learning disabilities. As a regional resource center for area colleges and public schools, it offers a range of services including psycho-educational assessments, faculty/staff in-service training, program development assistance and consultation, and technical support. As a support program for students with learning disabilities, it provides direct services to address students' academic, social, and emotional needs in five areas: Academic Skills Support courses, Tutoring, Counseling, Assessments, and Transition and Orientation. The four sequential Academic Skills Support courses are the core component of the program. They promote independence and self-advocacy and facilitate academic success through multi-media, multi-sensory instruction in metacognitive strategies and study skills and special topics such as learning styles. Tutoring and test proctoring supplement coursework. Individual and/or small group counseling is available, and vocational/career counseling on transition issues is also offered. Assessment services and are open to area colleges and high schools. PASS students receive special orientation services.

Resource Requirements:

Full-time: director with LDTC certificate, one counselor, two learning disability teacher/consultants, secretary. Part-time: one career specialist, two tutors

Key Factors in Success:

- ★ Academic Skills Support curriculum
- ★ Student-staff contacts/staff accessibility, expertise, commitment
- ★ Program comprehensiveness
- ★ Administration and faculty support
- ★ Resources (media, books, publications)

Community Partners:

High schools, colleges, and referral agencies such as Division of Vocational Rehabilitation

Awards/Honors:

Outstanding program brochures, Association for Higher Education and Disability

Sources of Funding:

College funds; Perkins funds; New Jersey Department of Higher Education grant

Learning Resource Program

Parkland College
2400 W. Bradley
Champaign, Illinois 61821

President: Zelema M. Harris
Contact: Carol Steinman
(217) 351-2505

Year program established: 1990
Number of individuals served per year: 40
Total college credit enrollment: 9,758

Program Summary:

The Learning Resource Program accepts students who apply for admission, thus indicating a serious commitment to help themselves. Professional facilitators tailor services covering such topics as time management, study skills, compensation strategies, and personal fears. They lead voluntary groups working on course study, social skills, writing improvement, and problem-solving. The student-facilitator relationship is a crucial element in student retention. Students attend monthly sessions on topics such as self-advocacy, self-esteem, stress management, and exam preparation. College faculty and counselors help open avenues of communication. Professional development sessions are provided for faculty and community professionals, and further outreach includes open houses for prospective students, participation in high school senior staffings, meetings with Department of Rehabilitation counselors, active participation in the Transition Planning Committee and county Student Services Committee, and the development of a public lending library. In 1993-94, the program published two newsletters, held two professional workshops on Scotopic Sensitivity Syndrome, and held a 12-hour conference with students as hosts for more than 60 students and parents. The 1994-95 schedule includes nine new courses for students with learning disabilities.

Resource Requirements:

One full-time learning disability specialist, one to six part-time professionals, one student worker; computer; office space for testing, tutoring, appointments

Key Factors in Success:

- ★ Creative collaboration of program staff and other campus personnel
- ★ Collaboration of college staff with community agencies and local high schools
- ★ Willingness of staff to revise programming as necessary
- ★ Administrative support for risk-taking and creative programming
- ★ Student ownership of personal performance and peer support

Community Partners:

Department of Rehabilitation Services; The Reading Group; Project Read; Champaign-Ford County Transition Planning Committee; Champaign County Student Services Committee; Community College District 505 high school personnel; Developmental Service Center; University of Illinois; Urbana Adult Education; community volunteer readers.

Awards/Honors:

Considered a model for the state

Sources of Funding:

Illinois Community College Board/Job Training and Partnership Act grant; Perkins funds

LEAP (Learning Enhanced Achievement Program)

York Technical College
452 South Anderson Road
Rock Hill, South Carolina 29730

President: Dennis F. Merrell
Contact: Deborah L. Gladden
(803) 327-8000, ext. 8331

Year program established: 1987
Number of individuals served per year: 100
Total college credit enrollment: 2,889

Program Summary:

LEAP is the only program in South Carolina specially designed and equipped to serve students with learning disabilities in a postsecondary education-to-workplace environment. The program offers students a wide range of services that assess their individual learning needs and provide educational accommodations. Through integrated program planning and evaluation, students increase self-awareness of their learning styles and develop effective learning strategies that fit those individual styles. The highly trained LEAP staff closely monitors each student's academic performance and administers career evaluations: Career Assessment Inventory, Interest and Skill Survey, and Myers-Briggs Type Indicator. The program also provides diagnostic services, counseling, tutoring, job training, and job placement. LEAP's primary goal is to help enrolled students reach their academic goals and secure gainful career oriented employment. The program successfully placed more than 90 percent of its students in 1992. The program also serves professionals in private industry and secondary/postsecondary education throughout the region as a source of information on learning disabilities and training.

Resource Requirements:

Staff: director, clinical service counselor, service provider, administrative assistant, tutors, tapers. *Facilities/equipment:* offices, lab room accommodation; noise-free environment; computers, interactive software, linkages with college network; library materials including textbooks on tape.

Key Factors in Success:

- ★ Supportive professional staff, individual counseling, academic strategies
- ★ Effective diagnostic procedures
- ★ Individualized tutoring and instructional accommodations
- ★ Emphasis on self-advocacy
- ★ Job placement/retention services

Community Partners:

Advisory Council with members from Piedmont Medical Hospital, Bowater, Home Federal Banking, Springs Industries, University of North Carolina at Charlotte, Central Piedmont Community College

Awards/Honors:

Cited as one of ten programs in the Educational Testing Service/HEATH Resource Center/Association for Higher Education and Disability study, "Postsecondary Education Program: Evaluation and Dissemination of Successful Practices," 1993

Sources of Funding:

Office of Special Education and Rehabilitation Services

Students with Psychological Disabilities Model Service Site Project

Santa Barbara City College
721 Cliff Drive
Santa Barbara, California 93109

President: Peter R. MacDougall
Contact: Janet Shapiro
(805) 965-0581, ext. 2365

Year program established: 1991
Number of individuals served per year: 50-70
Total college credit enrollment: 12,686

Program Summary:

Developed with a state grant as a Model Service Site Santa Barbara's Disabled Student Programs and Services department offers a new program of academic support services for students with psychological disabilities. It covers three basic areas: education/information, course evaluation, and services/accommodations. The program focuses on in-service training, interagency cooperation, accommodation clarification, campus role clarification, and peer support. A media department-produced multimedia slide show is used as a training device for college faculty and staff. Besides the campus-centered training, community agencies provide services to individuals with psychological disabilities. This information helps maximize the success of students who enroll and minimizes the use of the college as a day-treatment center. Helpful courses available to students include those on personal health awareness, personal health for women, and college survival skills. Two specific courses, Organizational Skills and Critical Thinking Skills, meet the needs of students re-entering college or entering with deficits in these areas. Support services include a special peer support group, extended test-taking time, tutorial support, and occasional medical parking permits.

Resource Requirements:

Psychological disabilities specialist, tutorial support, test proctor; video and in-service materials; assistive technologies lab

Key Factors in Success:

- ★ Interagency community support
- ★ Crisis intervention from college mental health department
- ★ Disruptive behavior procedure management by dean
- ★ New position of psychological disabilities specialist
- ★ Grant establishing Model Service Site

Community Partners:

Santa Barbara County Health Services; State Department of Rehabilitation

Sources of Funding:

Chancellor's Office, California Community Colleges; State Department of Rehabilitation; county mental health office

Columbus State Community College President Harold Nestor presents Project BOSS completion certificates.

BEST COPY AVAILABLE

Visually-Impaired Persons Program (VIP)
Hearing Impaired Persons Program (HIP)

Northcentral Technical College
1000 Campus Drive
Wausau, Wisconsin 54401

Interim President: Dean Dietrich
VIP Contact: Joe Mielczarek (715) 675-3331
HIP Contact: Crystal Anderson (715) 675-3331

Year program established: 1971
Number of individuals served per year: 250
Total college credit enrollment: 5,454

Program Summary:

Housed together in a new specially designed wing of the college, Northcentral Tech's programs for persons with visual and hearing impairments offer a wide range of services. The VIP Program includes rehabilitative and life skills assistance such as orientation and mobility help for students, as well as diabetes education and low-vision services. A Technology Loan Center lets people borrow adaptive equipment and consultation is available. Clients can enroll in one of NTC's associate degree of vocational diploma programs and receive support services to maximize learning. In addition, the VIP Program offers its services under contract to business and industry and other educational or social service agencies. Specially packaged services for the elderly include low vision, daily living, and communications services. The HIP Program offers assessment services to students and in-service training for instructors. Students also receive workplace assessment and job placement assistance, including on-the-job evaluation and co-worker training. Students can choose one of three tracks: pre-vocational geared to improved academic skills, transitional leading to a certificate of training or diploma, or the mainstreamed track through any one of NTC's 35 career programs.

Resource Requirements:

Six instructors, and four paraprofessionals and support staff (VIP); five instructors and ten paraprofessionals and support staff (HIP); Technology Loan Center; Assistive Listening and Signalling Device Center

Key Factors in Success:

- ★ State and community resource support
- ★ Administration, faculty, and support staff support
- ★ Individualized instruction
- ★ Cutting edge curriculum
- ★ Innovative student activities

Community Partners:

Wisconsin Department of Vocational Rehabilitation; Northern Valley Workshop (sheltered workshop); local hospitals

Awards/Honors:

Distinguished Service Award, Wisconsin Association of the Deaf

Sources of Funding:

Vocational Education Act, Division of Vocational Rehabilitation; Lions and other service clubs; local foundations

INTRA students at Oxnard College participate in classroom discussions on topics pertinent to their Independent Living Skills curriculum.

★ CAREER PREPARATION/ VOCATIONAL TRAINING ★

Darlene Loftis, Fresno City College adaptive computer technician specialist, helps Jack Spinetta learn the high-tech desk donated by Doug Davidian (right), CEO of California Business Furnishings.

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Project SERVE

Chippewa Valley Technical College
620 West Clairemont Avenue
Eau Claire, Wisconsin 54701-6162

District Director: Norbert K. Wurtzel
Contact: Robert Benedict
(715) 833-6280

Year program established: 1974
Number of individuals served per year: 80-100
Total college credit enrollment: 3,139

Program Summary:

Project SERVE helps students with disabilities earn a vocational diploma or associate degree and secure competitive employment. All students are mainstreamed. Some remediation of academic skills is done, but emphasis is on the compensatory skills needed to complete the training. The program has four components. The Special Education part provides support, counseling, and advocacy. In the Rehabilitation component, students receive vocational evaluation before enrolling at the college and staff work closely with agencies and high schools to ensure appropriate program selection. Vocational Education is the third and main component of Project SERVE. It includes support to instructors in labs and classrooms, teaching students on a one-to-one basis, or providing small group instruction. Tutors may modify and manipulate instructional materials to maximize academic and vocational achievement. In the final component, a transition specialist coordinates the placement process.

Resource Requirements:

Project staff, transition specialist, tutors; microcomputers

Key Factors in Success:

- ★ Trained, experienced staff
- ★ Cooperation of class and program area instructors
- ★ Continuous contact with students and instructors
- ★ Formalized high school/college transition process
- ★ Transition assistance for employment

Sources of Funding:

College funds; Perkins funds

Vocational Training Programs for Special Need Adults

Community College of Allegheny County–North Campus
8701 Perry Highway
Pittsburgh, Pennsylvania 15237

President: John M. Kingsmore
Contact: Mary Jo Guercio
(412) 369-3712

Year program established: 1976
Number of individuals served per year: 75
Total college credit enrollment: 4,204

Program Summary:

The Vocational Training Programs for Special Need Adults at the North Campus of the Community College of Allegheny County produces graduates that are confident, capable, and independent. After receiving training in job readiness skills, students focus on several areas: Food Service, Human Service Aide/Nursing Assistant Certification, or Janitorial/Housekeeping. The two-semester programs make good use of other community resources. For example, food service students not only attend classes at the college, they also prepare lunch for cadets in training at the Police and Fire Academy. Students in the human service and nursing program take advantage of college labs as well as field experience at the John Kane Regional Center. The college's Physical Plant Department assists students in the janitorial/housekeeping program. After graduation, students receive help in job placement, counseling, and other areas that will ensure success in the job market.

Resource Requirements:

Up-to-date equipment and environment in each vocational area, including cafeteria and restaurant/kitchen facilities, hotel/motel lab, hospital room lab with kitchenette.

Key Factors in Success:

- ★ Customized training curricula
- ★ Hands-on training for skill mastery
- ★ Low staff/student ratio
- ★ Staff support
- ★ Appropriate student/employer match

Community Partners:

Community employers for non-paid practicums

Awards/Honors:

Office of Vocational Rehabilitation recognition of high job placement rate

Sources of Funding:

Office of Vocational Rehabilitation

Computer Training for People with Disabilities

Community College of Denver
1068 Ninth Street
Denver, Colorado 80204

President: Byron McClenney
Contacts: Kevin Ellerman, (303) 556-3830
Bruce Perryman, (303) 556-2485

Year program established: 1981
Number of individuals served per year: 20
Total college credit enrollment: 6,244

Program Summary:

The Computer Training for People with Disabilities (CTPD) program is an award-winning, nationally recognized program that has prepared qualified adults to be entry-level computer programmers and microcomputer specialists. The successful partnership of business, rehabilitation, and education has placed 100% of the graduates at salaries of $22,000-$28,000 for the last five years. Seeking to expand opportunities, the Community College of Denver started a PC Specialist program in June 1992. Both programs are fast-track (11-months), highly intensive, and rigorous. A new Computer Access Center trains students with disabilities on the use of adaptive hardware and software. Students trained there may enter either the mainframe or PC Specialist courses or any other academic program.

Resource Requirements:

Staff: instructor/coordinator, full-time instructional assistant, part-time project director, part-time lab assistants. *Facilities/equipment:* combination classroom/lab housing 20-25 workstations, adaptive equipment (voice readers, ergonomic chairs, enlargement software, Braille display units, etc.)

Key Factors in Success:

- ★ Active, nationally recognized advisory council
- ★ State-of-the-art equipment
- ★ Expert faculty and staff
- ★ Institutional priority
- ★ Training by advisory council/college to keep staff skills current

Community Partners:

More than 40 companies offer internships and employment to CTPD graduates, including Adolf Coors, American Express, Diner's Club, City of Aurora, Department of Defense, Frontier Airlines, IBM, Kaiser Permanente, National Park Service, McGraw Hill, Samsonite, and US West. Business Advisory Council includes 118 members from a wide range of companies.

Awards/Honors:

Excellence Award, Colorado Commission on Higher Education, 1992-93; Outstanding Advisory Committee, State Board for Community Colleges and Occupational Education and State Council on Vocational Education, 1987-88; National commendation for student placement, IBM Rehabilitation Training Programs Department, 1985-91; Presidential Citation for Public/Private Sector Initiatives, President Reagan, 1987; Corporate Champion Award, Colorado Coalition for Persons with Disabilities, 1982

Sources of Funding:

College funds; Business Advisory Council (BAC); foundations and grants; BAC Golf Tournament Fund Raiser; state and private vocational rehabilitation agencies

Enabler Program

Fresno City College
1101 East University Avenue
Fresno, California 93741-0001

President: Brice W. Harris
Contact: Janice Emerzian
(209) 442-8237

Year program established: 1970
Number of individuals served per year: 900
Total college credit enrollment: 17,941

Program Summary:

The support services of Fresno City College's Enabler Program (Disabled Students Programs and Services) play a key role in the success of its WAVE (WorkAbility Vocational Education) program. Working as interns in various on-campus job-sites, students with severe disabilities—physical, acquired brain injury, epilepsy, learning, and developmental—are educated and guided in vocational exploration and preparation. As students complete their training, they are placed in competitive employment. The Enabler Program provides assistance in such areas as specialized counseling, instruction, and individualized support services including tutoring and mobility assistance. It maintains one of the highest transfer, graduation, and job placement rates in the California community college system.

Resource Requirements:

Vocational education/developmentally disabled learning instructor, job placement specialist, job coach/instructional aides for each work site, counselor

Key Factors in Success:

- ★ Business/community partnerships for equipment, job training, placement
- ★ Successful job placement program
- ★ Campus and supervisor support
- ★ Department of Rehabilitation support
- ★ High Technology Computer Center with state-of-the-art equipment/adaptive software

Community Partners:

Guild for Handicapped Citizens; private businesses; Department of Rehabilitation; North Fresno Rotary Club; IBM; Business Advisory Council

Awards/Honors:

Awarded first statewide grant to offer week-long Youth Leadership Forum, 1993; named one of 10 Exemplary Programs in "Career Placement and Transfer Opportunities for Disabled and Disadvantaged Students in California Community Colleges," 1991; honored by State Assembly resolution, 1990; personnel appointments to Governor's committees, 1988, 1990; special recognition for outstanding service, Fresno Mayor's Committee for Employment of the Handicapped, 1983; first full-service community college program for students with disabilities in California, 1970.

Sources of Funding:

Categorical funds and annual allocations earmarked for disability support programs; state and federal grants

Career Empowerment Opportunities (CEO) Project

Indian River Community College
3209 Virginia Avenue
Fort Pierce, Florida 34981

President: Edwin R. Massey
Contact: Mary Sylvester
(407) 462-4736

Year program established: 1992
Number of individuals served per year: 150
Total college credit enrollment: 10,545

Program Summary:

For students with disabilities to be the "chief executive officers" of their careers, they need accessible learning environments, reasonable accommodations, marketable skills, and support services. These critical resources for career empowerment are available in Indian River Community College's CEO Project, funded for a two-year period with a U.S. Department of Education grant. Targeted toward self-identified students, the project offers individualized or group counseling to identify career goals, linkages with support services on campus and in the community, internship experiences, and employability skills training. In addition, the project includes disability awareness training for faculty and employers, assistance to community service providers and employers in applications of reasonable accommodations and assistive technology, and technical assistance for Americans with Disabilities Act (ADA) compliance.

Resource Requirements:

Project director, project coordinator, rehabilitation specialist, vocational evaluator, rehabilitation technicians, part-time clerical assistant

Key Factors in Success:

- ★ Interdisciplinary teamwork
- ★ Adequate funding
- ★ Experienced, well-trained personnel
- ★ Public information resources
- ★ Institutional commitment and support

Community Partners:

Community-based organizations serving students with disabilities; employer organizations

Awards/Honors:

Region V finalist for exemplary practices, Florida Association of Community Colleges, 1990; Finalist in J.M. Foundation "Search for Excellence in Vocational Programs," 1989

Sources of Funding:

U.S. Department of Education grant; Perkins funds; college funds

Electronic Manufacturing

Lake Washington Technical College
11605 132nd Avenue, N.E.
Kirkland, Washington 98034

President: Donald W. Fowler
Contact: Richard Dubrul
(206) 828-5600

Year program established: 1983
Number of individuals served per year: 30
Total college credit enrollment: 1,290

Program Summary:

The Electronic Manufacturing Support Specialist I and II programs at Lake Washington Technical College are examples of the integration of special needs students into a mainstream class. These two programs prepare students to enter the electronics job market as entry-level assemblers. The second nine-month program expands on skills gained in the first five-month program. The self-paced programs operate on an open entry-open exit plan. Class size is 24 students, with a minimum age of 16. Students are rarely all doing the same activity. The atmosphere represents industry, with training 80 percent hands-on and 20 percent testing. Students benefit from a strong network of special education educators, involvement in the high school "Career Success Program," and the college's Otteson High School Program, which provides a nontraditional path for high school aged students (16-21) to complete high school while obtaining vocational training.

Resource Requirements:

Instructor, lab/lecture area seating 30 students, General Electric workstation equipment

Key Factors in Success:

- ★ Teamwork/coaching
- ★ Student leadership
- ★ High expectations
- ★ Flexibility
- ★ Ownership of program

Community Partners:

Local industry

Awards/Honors:

National Exemplary Program Award, National Center for Research in Vocational Education, 1992

Sources of Funding:

College general fund; donated materials from industry

WorkAbility

The Metropolitan Community Colleges
3200 Broadway
Kansas City, Missouri 64111

Chancellor: Wayne E. Giles
Contact: Joanie Friend
(816) 759-4154

Year program established: 1991
Number of individuals served per year: 100
Total college credit enrollment: 20,693

Program Summary:

The goal of the WorkAbility program is to increase the employability of students with disabilities by addressing their unique needs for career counseling, mentoring, job search skills preparation, and career-related work experiences. Attitudinal barriers to employment are addressed through training on compliance and accommodation to the Americans with Disabilities Act (ADA). WorkAbility is the first attempt to coordinate efforts between the district's three colleges, which have 600 identified students with disabilities. As of August 1993, 550 faculty and staff had received disability awareness and ADA training. A resource book on classroom accommodations was developed for faculty and 180 employers have been trained. A video, "A Partnership for Success," encourages student self-advocacy.

Resource Requirements:

Director, career development coordinator, secretary; steering committee comprising special needs counselor and placement professional from each of three campuses

Key Factors in Success:

- ★ Comprehensive services
- ★ ADA training
- ★ Strong links with state agencies and community service providers
- ★ Staff expertise
- ★ Cooperation among four campuses

Community Partners:

Missouri State Vocational Rehabilitation; Disability Employment and Awareness Network; Kansas City Chapter Human Resource Management Association

Awards/Honors:

First place, self-advocacy video, Association for Higher Education and Disability (AHEAD), 1993; Second place, faculty handbook, AHEAD, 1993

Sources of Funding:

U.S. Department of Education grant; college funds

Microcomputer Office Software Training (MOST)

Pellissippi State Technical Community College
10915 Hardin Valley Road
P.O. Box 22990
Knoxville, Tennessee 37933-0990

President: Allen Edwards
Contact: Deborah Bolton
(615) 539-7008

Year program established: 1987
Number of individuals served per year: 30
Total college credit enrollment: 7,236

Program Summary:

An agreement between Pellissippi's Continuing Education Department, Goodwill Industries, and Vocational Rehabilitation of Tennessee to provide computer training for people with disabilities was the inception of the college's MOST program. Now nationally recognized, the program has trained more than 150 students and is a model for other cities. MOST provides students with the basic computer skills necessary to enter the job market. Students are referred through a state agency and then tested and evaluated by Goodwill Industries of Knoxville. The MOST program is an intensive four-month course covering popular software programs. In addition, students attend classes on general office procedures and employability skills, including resume writing, interviewing techniques, and tips for finding and keeping a job. The college's Placement Department assists in the job search process. Graduates are working in clerical, customer service, and administrative positions.

Resource Requirements:

Director/coordinator, instructor, assistant instructor; computer lab, industry-standard software; business advisory committee

Key Factors in Success:

- ★ State and community support
- ★ Local need for workers with skills taught in program
- ★ Sponsor commitment to program
- ★ Adaptability of curriculum to meet employer needs
- ★ Instructor/staff dedication, knowledge, and skill

Community Partners:

Goodwill Industries of Knoxville; Tennessee Department of Vocational Rehabilitation

Awards/Honors:

PWI (Projects with Industry) Site of the Year national award, 1991

Sources of Funding:

Projects with industry; U.S. Department of Labor

Career Placement Services

Waukesha County Technical College
800 Main Street
Pewaukee, Wisconsin 53072

President: Richard T. Anderson
Contact: Jean Donovan
(414) 691-5476

Year program established: 1984
Number of individuals served per year: 300
Total college credit enrollment: 5,532

Program Summary:

The Employment Opportunity Center at Waukesha County Technical College offers innovative and effective career placement services for students with disabilities. The center and the Wisconsin Division of Vocational Rehabilitation have maintained a collaborative relationship for ten years. As part of the agreement, college placement staff members are housed in the local DVR office three days a week and are on campus two days a week. The use of multiple sites provides better coordination of services for the student, DVR counselor, vocational instructor, and placement staff. Students who are DVR clients receive individualized job placement assistance including the development of a job placement plan, participation in the job club, help with preparing a resume, interviewing workshops, supervised and structured cooperative internships, and job coaching support during the internship and while on competitive employment.

Resource Requirements:

Two full-time staff members housed part-time on campus and part-time at local Division of Vocational Rehabilitation office; interpreters, counselor, tutors

Key Factors in Success:

- ★ Collaboration with local employers/community agencies
- ★ Active advisory committee
- ★ Coordination of college services
- ★ Range of supportive services
- ★ Individualized career placement plan

Community Partners:

Division of Vocational Rehabilitation; State Job Service; University of Wisconsin-Madison; Center on Education and Work; local business/industry groups

Awards/Honors:

Selected as one of four midwest demonstration sites to identify and document effective career placement services for students with disabilities

Sources of Funding:

Division of Vocational Rehabilitation; University of Wisconsin-Madison; U.S. Department of Education

★ PARTNERSHIPS/COMMUNITY RESOURCES ★

Sharon Killian, guided studies instructor at Asheville-Buncombe Technical Community College, uses a multi-modal approach to teach mathematical concepts.

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Special Needs

Asheville-Buncombe Technical Community College
340 Victoria Road
Asheville, North Carolina 28801

President: R. Kay Bailey
Contact: Deborah L. Harmon
(704) 254-1921, ext. 141

Year program established: 1990
Number of individuals served per year: 181
Total college credit enrollment: 4,015

Program Summary:

The success of the Special Needs program is closely tied to various internal and external partnerships. An "Adaptive Technology" course in the Guided Studies instructs students in adaptive hardware and software for reading, writing, and study skills; they develop a "tool chest" for use in all future courses. A nontraditional section of Guided Mathematics uses a multi-modal approach that includes collaborative student exercises. Students with learning disabilities or math anxiety do homework in a lab staffed by the class instructor. The college works with Employment of Persons with Disabilities to conduct major events such as an InfoSession for 100 business/industry representatives on practical, inexpensive architectural or technological solutions to reasonable accommodations. This partnership also sponsors a community "Celebrate Ability" festival that includes technology demonstrations, employer recognition, and entertainment by local performers with disabilities.

Resource Requirements:

Full-time Special Needs Coordinator/Counselor, faculty support from Guided Studies Department; computers, computer software such as spelling and grammar checkers, Kurzweil reader, math models, computer lab access; tutors; community support and partnerships

Key Factors in Success:

- ★ Total commitment from president and others to serve all students
- ★ On-going relationships with business, industry, and service providers
- ★ Collaborative relationship with Guided Studies Department
- ★ Active involvement with public high schools for transition
- ★ Networking with other colleges and organizations

Community Partners:

Committee on the Employment of Persons with Disabilities; Vocational Rehabilitation; Services for the Blind; Asheville Regional Resource Center for the Deaf and Hard of Hearing; Thoms Rehabilitation Hospital; Learning Disabilities Association; Highlands Hospital (psychiatric); numerous community businesses and industries

Awards/Honors:

Special Recognition Award for support to persons with disabilities, Committee on the Employment of Persons with Disabilities, 1992; Service Provider of the Year, Asheville Regional Resource Center for the Deaf and Hard of Hearing, 1993

Sources of Funding:

College budget, president's discretionary funds; Perkins funds. Support for high visibility community projects from the Committee on the Employment of Persons with Disabilities and corporate contributions.

Project BOSS:
(Business Opportunity Success System)

Columbus State Community College
550 E. Spring Street
Columbus, Ohio 43215

President: Harold M. Nestor
Contact: Linda Wetters
(614) 227-2629

Year program established: 1989
Number of individuals served per year: 100
Total college credit enrollment: 15,209

Program Summary:

Columbus State Community College developed the educational component of Project BOSS, a community-wide effort to assist persons with disabilities. The project helps them identify business opportunities, obtain management education, receive technical assistance from community entrepreneurs, and identify resources for the capital for business start-ups. In the CSCC component participants attend a two-day seminar and credit courses to learn how to develop and implement a written business plan. A special course is offered through CSCC's Business and Industry Training Division at a break-even cost. In addition, Project BOSS participants can take special sections of credit courses in the college's Business Management Technology program. So far 36 businesses owned by persons with disabilities have been started or have expanded under Project BOSS. They range from jewelry repair and marble fabrication to transportation service. Through its community-wide advisory board, Project BOSS also works to increase the disability awareness of banks, schools, and other organizations that help new businesses through their formative stages.

Resource Requirements:

Staff and support services (e.g., Braille, large print, recorded textbooks) from the Department of Disability Services; existing programs of project partners

Key Factors in Success:

- ★ Strong community collaboration
- ★ Strong advisory board
- ★ Leadership by persons with disabilities and organizations that serve people with disabilities
- ★ Community-wide program marketing

Community Partners:

Columbus State Community College; Ohio Rehabilitation Services Commission Columbus Area Chamber of Commerce; Council on Economic Action, Inc.; Private Industry Council; Minority Business Development Center; Columbus Metropolitan Housing Authority; Columbus Public Schools Adult Training Center

Awards/Honors:

Replication at two other sites in Ohio

Sources of Funding:

Ohio Rehabilitation Services Commission (model development funds and direct funds to participants); project partners; college funds; Chamber of Commerce (marketing services); Private Industry Council; Minority Business Development Center; Columbus Metropolitan Housing Authority; Columbus Public Schools Adult Training Center

Student Support Services

Delaware Technical and Community College–Southern Campus
P.O. Box 610, Route 18
Georgetown, Delaware 19947

President: Thomas S. Kubala
Contact: Bonnie G. Hall
(302) 856-5400, ext. 336

Year program established: 1980
Number of individuals served per year: 265
Total college credit enrollment: 3,564

Program Summary:

Delaware Technical and Community College's Southern Campus designed its Student Support Services program to offer readers for exams, notetaking and transcriptions services, attendants for transportation to and from classes, tutors, counseling, and referral services. However, special circumstances led to special solutions. In a unique community collaboration the program supplemented its limited resources to provide services to a quadriplegic student with a visual impairment that prevented him from reading Braille. The staff established a partnership with the Sussex Correctional Institute for taping textbooks. The five inmates working on this task belong to the "lifer's group" and are nationally certified Laubach tutors. The fact that the student prefers the lifers' transcriptions to those of professional organizations is an indication of the quality of their work. His induction into the Phi Theta Kappa national honor society also is evidence of the success of the college-prison collaboration.

Resource Requirements:

Staff: program director, counselor, educational lab specialist, instructional tutor. *Facilities/equipment:* laptop computer, Dragon Dictate voice recognition program, synthesizer.

Key Factors in Success:

- ★ Institutional and staff commitment
- ★ Innovational development of reasonable accommodations
- ★ Effective external community relationships
- ★ Services that accommodate individual student need

Community Partners:

Division of Vocational Rehabilitation; Sussex Correctional Institute

Sources of Funding:

Division of Vocational Rehabilitation; U.S. Department of Education

JOBFINDERS

Gavilan Joint Community College District
5055 Santa Teresa Boulevard
Gilroy, California 95020

President: Glenn E. Mayle
Contact: Carol Cooper
(408) 848-4871

Year program established: 1973
Number of individuals served per year: 84
Total college credit enrollment: 4,244

Program Summary:

The Gavilan program for students with disabilities has provided a wide variety of supportive services over the years. The newest service, JOBFINDERS, is a community interactive job development and placement project that has been recognized by local and state agencies for its excellence. A placement team consisting of a job counselor, job developer, and job coach work together to improve employment opportunities for students in their own community. Students who have a history of failure in attempting to obtain and/or maintain themselves in employment find success through JOBFINDERS. Jobs are developed and matched to student skills and preferences. The job coach trains the student at the work site and the job counselor helps the employer and the student overcome barriers to success. The program has completed its sixth year of operation and is highly visible and respected in the community.

Resource Requirements:

One full-time job counselor, part-time job developer, full-time job coach; office space; computer availability

Key Factors in Success:

- ★ College commitment to support services
- ★ Continuous stable enrollment in program over time
- ★ Employer liaison and follow-up
- ★ Job coaching and student follow-up
- ★ Community support and recognition

Community Partners:

Cities of Gilroy, Morgan Hill, and Hollister Mayor's Committee on Disabilities

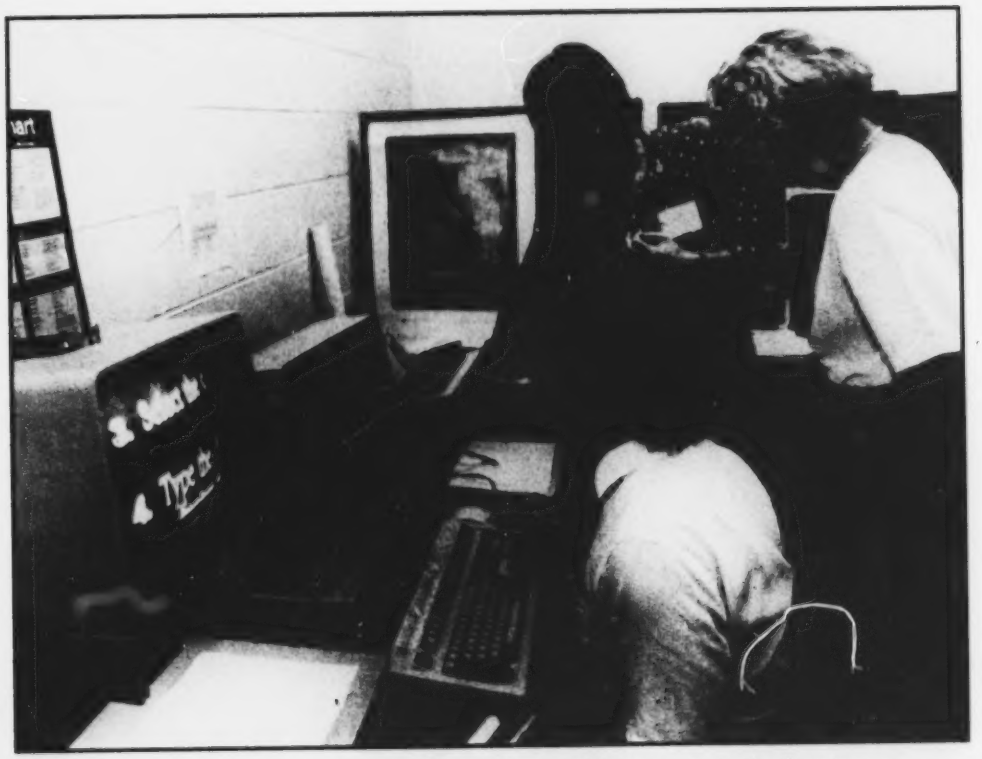
Awards/Honors:

Program of the Year, California State Department of Rehabilitation

Sources of Funding:

State of California special allocation; Department of Rehabilitation grant

★ TECHNOLOGY ★



At the Colorado Computer Access Centers' Breakfast Seminar for business and industry, student Johnnie Johnson demonstrates a screen magnifier that enlarges screen text for students with visual impairments.

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Computer Access Resource and Learning Operation (CARLO)

Butte College
3536 Butte Campus Drive
Oroville, California 95965

President: Betty Dean
Contact: Richard Dunn
(916) 895-2455

Year program established: 1986
Number of individuals served per year: 380
Total college credit enrollment: 11,615

Program Summary:

Since its inception in 1986 when it served 26 students, Butte College's CARLO provides computer access for postsecondary students with a wide range of disabilities. Through its unique instructional and technological framework, students are able to compete academically. CARLO courses are based on an academic rather than a rehabilitative model, and students are held to the same academic rigors as all Butte students. Several courses are directly linked to the Computer Science Department. One indication of the program's effectiveness is the fact that many students report moving into the Butte service area specifically to enroll in CARLO classes. Much of the success of CARLO is tied directly to its benefactors, which have made possible the following: student access to adaptive hardware/software in another site on campus while CARLO classes are in session; in-service training for special education staff from the secondary schools in Butte and Glenn Counties; and videotape showings. The college has received widespread recognition for its innovative approaches to assistive technology, with requests for informational presentations coming from as far away as Sweden and Kenya.

Resource Requirements:

Staff: full-time computer access specialist to teach classes in computer access and cognition; mainstream instructor for classes in word processing; several part-time student assistants. *Facilities/equipment:* 720 square-foot space in library building, 20 computers and a multimedia workstation, a variety of current assistive technology (DECtalk speech synthesizer, Kurzweil Personal Reader, Kurzweil Reading Edge, HeadMaster with Big Red, SoundProof, HelpUType, Flipper, ZoomText, DragonDictate, and cognitive software in the areas of attention, memory, categorization, sequencing, reasoning, and problem solving).

Key Factors in Success:

- ★ Community support
- ★ Academic support model
- ★ Videotaped information dissemination

Community Partners:

Local businesses, civic organizations

Awards/Honors:

IBM High Tech Center Student Achievement Award, 1991 and 1992; Outstanding Program, AACC/National Organization on Disability/J.C. Penney, 1990

Sources of Funding:

Donations from B.P.O.E. Lodge, Lions Club, DonRey Foundation, and local businesses; Pacific Telesis Foundation grants

TACT Center
(Training in Adaptive Computer Technology)

Clackamas Community College
19600 South Molalla Avenue
Oregon City, Oregon 97045

President: John S. Keyser
Contact: Jan Wight
(503) 657-6958, ext. 2314

Year program established: 1989
Number of individuals served per year: 125
Total college credit enrollment: 6,621

Program Summary:

Located in the new Dye Learning Center, the Clackamas TACT Center helps students with various disabilities access the computer. Often the training in computers leads to employment possibilities. The Oregon State Division of Vocational Rehabilitation uses the center for evaluations to determine whether further training in computers will benefit an individual. The TACT program includes five classes that students take on a pass/no pass basis. They are: (1) Computer Access Evaluation, which allows for disability assessment and the matching of appropriate adaptive computer technology; (2) Adaptive Keyboarding, which teaches student touch-typing and a basic typing rate; (3) Computer Access I, which introduces access technology and basic word processing; (4) Computer Access II, which expands word processing skills and offers other software such as spreadsheets, databases, windows, desktop publishing, graphics, computerized accounting; and (5) Computer Access Projects, which may be used to expand on previous computer classes or to complete homework for other classes.

Resource Requirements:

Staff: one coordinator and one lead instructor, occasional aides. *Facilities/equipment:* eight wheelchair-accessible IBM-compatible computer stations; adaptive equipment that includes voice synthesizers, screen reader, screen enlargers, sticki-key features, key guards, word predictors, etc.

Key Factors in Success:

- ★ Individualized program
- ★ Small classes (eight students) with one-on-one instructional help
- ★ Support from the President's Council of the college
- ★ Up-to-date procedures and programs that enhance graduates' employability
- ★ Multidisciplinary advisory committee

Community Partners:

Oregon Department of Vocational Rehabilitation; local secondary schools

Sources of Funding:

Department of Vocational Rehabilitation; Clackamas Community College Foundation; Perkins funds; student fees

Computer Access Centers

Colorado Community College and Occupational Education System (CCCOES)
1391 N. Speer Boulevard
Denver, Colorado 80204-2554

President: Jerome F. Wartgow
Contact: Susie Bell
(303) 620-4000

Year program established: 1992
Number of individuals served per year: 240

Program Summary:

The Colorado community colleges, in cooperation with federal, state, foundation, and corporation funding, have created a unique statewide strategy to respond to the needs of students with disabilities. The Colorado Community College Computer Access Centers provide assessment and instruction in the use of adaptive computer equipment necessary to make all programs on campus accessible. Access to personal computers, adaptive technologies, and scholarships enable student with disabilities to have equitable career goals. Individuals provide documentation of a disability and enter the community college through the Computer Access Centers or one of the complimentary programs. Computer applications are available to students with vision, hearing, orthopedic, or learning disabilities or acquired brain injuries. Currently established in Colorado's 11 public community colleges, the Centers will be available in four additional colleges. The Centers work with other service providers on campus.

Resource Requirements:

Assistive computer technology and staff at each site

Key Factors in Success:

- ★ Initial state grant of $1.1 million
- ★ Student scholarships valued at $135,000 from Governor's Job Training Office
- ★ Staff training
- ★ Business community/foundation support
- ★ Public relations

Community Partners:

Colorado Rehabilitation Services; governor's office; Colorado Easter Seals; Rocky Mountain Resource and Training Institute; local school districts; various local businesses

Sources of Funding:

Colorado Rehabilitation Services; Governor's Job Training Office; CCCOES

Adapted Computer High Tech Center Program

Grossmont College
(Grossmont-Cuyamaca Community College District)
8800 Grossmont College Drive
El Cajon, California 92020

President: Richard M. Sanchez
Contacts: Mimi Lee and Jacki Couch
(619) 465-1700, ext. 112

Year program established: 1983
Number of individuals served per year: 188
Total college credit enrollment: 16,207

Program Summary:

The Adapted Computer Studies Program is a collaborative endeavor of Grossmont College's Computer Science Department and Office of Disabled Student Services. The lab offers software and tutoring assistance on a variety of computers and is designed to help students with disabilities in developing productive usage through assistive technology and software. Primary importance is given to integrating the assistive hardware/software into the student's mainstream course. Specialized computerized courses in communication and spelling are also provided. Software programs address computer access, computer applications, and cognitive and basic skills improvement. Students with mobility, visual, hearing, communication, and learning disabilities are the primary consumers, although students with other types of disabilities also participate.

Resource Requirements:

Staff: credentialed staff including general assistive technology specialists, speech language communication specialists, and learning disabilities specialists; student lab tutors. *Facilities/equipment:* dedicated lab facilities; IBM-compatible, Macintosh, and Apple platforms; most software available on campus plus specialized software and hardware.

Key Factors in Success:

- ★ Interdisciplinary professional staff
- ★ Peer tutors with disabilities
- ★ Individually designed study programs
- ★ Continual emphasis on academic support, assistive technology training, and community outreach
- ★ Computer access and ergonomic evaluation

Awards/Honors:

One of earliest independent high tech centers in California Community College System; considered to be a model program

Sources of Funding:

Special state categorical program funds; college's Computer Science Department funds; private agency contributions

★ OTHER DISABILITY SUPPORT PROGRAMS ★

Education Access Services provides alternative testing accommodation to Columbia Basin College student Dan Cochran.

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Disability Services Work Group

Front Range Community College
3645 W. 112th Avenue
Westminster, Colorado 80030

President: Tom Gonzales
Contact: Jo Anna Bennett
(303) 466-8811

Year program established: 1992
Number of individuals served per year: 238
Total college credit enrollment: 10,824

Program Summary:

The Disability Services Work Group at Front Range is an informal, cooperative, non-administrative group that collaborates to share expertise, equipment, and support to help students with disabilities succeed. The group consists of staff from the learning disability program, the Computer Access Center, disability services, and special populations recruitment departments. Members share information so that students are referred to the correct source(s) of support. For example, a recruiter uses the disability services video made by one department to show high school special education students how others with disabilities have succeeded by using available services. Students use adaptations learned in the Computer Access Center and strategies from the learning disability program to improve performance in regular college classes, with or without further help from the general disability services offices. Adaptive equipment is shared among sites when possible and group members collaborate on recommendations for effective adaptations and technical assistance.

Resource Requirements:

No special requirements; individual support services have their own staff, facilities, and equipment.

Key Factors in Success:

- ★ Administrative support
- ★ Free exchange of information/expertise among group members
- ★ Shared resources
- ★ Common goal

Community Partners:

Vocational Rehabilitation (informal cooperation)

Sources of Funding:

College funds; Perkins funds; Vocational Rehabilitation; Governor's Job Training Office; Colorado Community College and Occupational Education System

Support Services Center

John Wood Community College
150 South 48th Street
Quincy, Illinois 62301

President: Robert C. Keys
Contact: Sandra Hutton Thomas
(217) 224-6500, ext. 128

Year program established: 1988
Number of individuals served per year: 300
Total college credit enrollment: 3,145

Program Summary:

John Wood Community College presents a comprehensive array of services to special population students by presenting a unified Support Services Center concept to the public. The intent is to collaborate and coordinate without duplication of services. Many types of services are offered in the areas of transition, assessment, financial aid, wellness counseling, career development, job placement, academic assistance, and assistance to students with disabilities. The center stresses the availability of services -- including academic accommodations, tutoring, or counseling -- to all students. The services are designed to provide each student with an integrated package with primary emphasis on personal, vocational, academic, and career development.

Resource Requirements:

Fourteen full-time, five part-time staff; dedicated TDD line; office equipment/supplies for all

Key Factors in Success:

- ★ Coordination among grant programs and college resources
- ★ Administrative support and consolidation of services in one office
- ★ Campus-wide attitude of service to students
- ★ Coordination with community service organizations
- ★ Funding for direct support to students

Community Partners:

Illinois Department of Rehabilitation Services, Job Training Partnership Act, Quincy Public Schools, Public Aid/Project Chance, County Health Department, Catholic Social Services, YMCA, Department of Children and Family Services, Job Service, Probation Department, Independent Living Program, PACT Head Start, Cooperation Extension, counseling centers, Quincy Area Transition Advisory Committee, Adams County Special Education District

Awards/Honors:

Outstanding Program, AACC/National Organization on Disability/J.C. Penney, 1989; only Illinois site granted two JTPA 8% programs during 1993-1994; Perkins Special Populations program considered exemplary program in Illinois

Sources of Funding:

JTPA funds; Perkins funds; U.S. Department of Education; Illinois State Board of Education

Customized Computer Accounting

Community College of Aurora
16000 E. CentreTech Parkway
Aurora, Colorado 80011-9036

President: Larry Carter
Contact: Theresa Campbell
(303) 360-4790 (V/TDD)

Year program established: 1991
Number of individuals served per year: 200
Total college credit enrollment: 4,696

Program Summary:

The Community College of Aurora developed a computerized program to simplify the recordkeeping for services to students with disabilities. The essence of the Customized Computer Accounting system is having one master file for all instances of service to a student. The file contains data on the provider of the service, the student receiving the service, and the cost of the service. All reports (i.e., program reports, fiscal reports, student reports, service reports) can be generated from these master records. Three resource files facilitate the entry of the records for the master file. One is for students, one for faculty, and one for the budget. Appropriate data are obtained automatically from these files in completing the master records. The master file also contains a continuously updated expenditure summary on each record.

Resource Requirements:

Professional File (version 2.02) software; staffing to input information

Key Factors in Success:

- ★ Increased accuracy of fiscal and statistical data
- ★ Improved ability to respond quickly to requests for special information
- ★ Time savings

Community Partners:

System developed by Bud Ulrich, retired Dean of Student Services, Community College of Aurora

Sources of Funding:

College funds

CHAMPS Club officers and sponsor, Dabney S. Lancaster Community College.

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CHAMPS (CHAllenged Mentally, Physically, Socially) Club

Dabney S. Lancaster Community College
I-64 Exit 24 North
P.O. Box 1000
Clifton Forge, Virginia 24422-1000

President: John F. Backels
Contact: Elizabeth O. Davis
(703) 862-4246

Year program established: 1993
Number of individuals served per year: 12
Total college credit enrollment: 1,592

Program Summary:

Under the sponsorship of Student Support Services at Dabney S. Lancaster Community College, 12 enterprising students with varying disabilities fashioned an organization to address their shared concerns. Dubbed CHAMPS, the group established a constitution and bylaws with this statement of purpose: to promote community awareness of persons with disabilities, to engender peer support, and to explore available resources. The club meets twice monthly, once for business and once for programs. A program with popular appeal featured a classical guitarist who spoke about difficulties he had overcome to be successful in his field; another focused on a video about learning disabilities, "I'm Not Stupid." A spirit of camaraderie, innovative approach to problem-solving, and positive outlook contribute to CHAMPS' success.

Resource Requirements:

Student Support Services counselor as advisor; classrooms for meeting sites

Key Factors in Success:

- ★ Rapport with advisor
- ★ Club status
- ★ College climate of acceptance
- ★ Desire to help others who follow

Sources of Funding:

Federal funds; private funds from club fund-raising efforts

Education Access Services

Columbia Basin College
2600 North 20th Avenue
Pasco, Washington 99301

President: Marvin W. Weiss
Contact: Peggy Buchmiller
(509) 547-0511, ext. 252

Year program established: 1988
Number of individuals served per year: 275
Total college credit enrollment: 5,543

Program Summary:

Realizing the need for special equipment at Columbia Basin College, an enterprising student served as a catalyst in what has become a significant, "ripple effect" fund-raising effort to support Education Access Services at the college. The initial support came from the local Lions Clubs, who donated $2,100. This was followed by the Private Industry Council and Columbia Industries, who contributed $5,000. These original donations were matched by the Lions Sight Conservation Foundation with a grant for $7,100. Those funds, in turn, leveraged another matching grant from the Lions Club International Foundation. They were supplemented with a Boeing Computer Services donation of $5,000 to buy two computer systems. Battelle Northwest donated office furniture. Services for the Blind gave $3,100, bringing the total of grants and donations to $36,100. The money was used to purchase specialized equipment for students with disabilities. The equipment is located in a "Resource Room" located in the Hawk Union Building at the college. Since early 1990 Columbia Industries has provided, with college assistance, a full-time coordinator to serve students in the Resource Room. Education Access Services now serves students with learning disabilities, visual impairments, blind status, as well as students who are deaf or have other physical disabilities.

Resource Requirements:

Full-time coordinator, part-time student worker, part-time office assistant, community volunteers

Key Factors in Success:

- ★ Community involvement and financial support
- ★ Transition cooperation between college and area high schools
- ★ Administrative support
- ★ Student involvement in planning
- ★ Student follow-up
- ★ Cooperation among all student services

Community Partners:

Division of Vocational Rehabilitation; Columbia Industries; Lions Clubs of Tri Cities; Boeing Computer Services; Battelle Northwest; Private Industry Council

Awards/Honors:

International Lions Club Award (matching funds, $14,200)

Sources of Funding:

College funds; Perkins funds; JTPA grant; community donations

Wellness Center

Del Mar College
101 Baldwin Boulevard
Corpus Christi, Texas 78404-3897

President: B. R. Venters
Contact: Elizabeth Sullivant Roby
(512) 886-1649

Year program established: 1992
Number of individuals served per year: 105/week
Total college credit enrollment: 11,139

Program Summary:

Del Mar College's Wellness Center focuses on the prevention of alcohol and other drug abuse and the promotion of healthy lifestyle choices. It offers extensive educational and support services to students in recovery, including on-going support groups and encouragement in making healthy choices. Support groups include 12-step meetings four days a week on two campuses. The center's library provides students access to traditional films and materials, as well as special opportunities such as participation in the week-long annual Mid-South Summer School for Alcohol and Other Drug Problems teleconference. Presentations offered throughout the year cover health, workplace, and family issues. An automated online program analyzes students' nutritional needs. The Wellness Center encourages recovering students to serve as community volunteers, which generally helps improve both self-esteem and grade point average. As center workers, students with a positive record of recovery also serve as role models to other students. Additional programs include alcohol-free social events such as line-dancing, stress reduction seminars, and a "Winter Comfort" program, which addresses the needs of older adults. The Center works closely with the college's Placement and Special Populations offices.

Resource Requirements:

Staff: full-time psychologist coordinator, secretary, two student assistants, work study students, volunteers. *Facilities/equipment:* meeting room with coffee bar, two offices, foyer; library; VCRs; automated program for nutritional analysis.

Key Factors in Success:

- ★ Year-round presentations
- ★ Community volunteers
- ★ Student workers who model prevention
- ★ Administrative support for wellness concept

Community Partners:

CADENA (Coalition of Alcohol and Drug Education Networking Agencies); South Texas Consortium (five community colleges and four universities); Corpus Christi Army Depot; Border Patrol; community service providers; community employers; parents

Sources of Funding:

College funds; Fund for the Improvement of Postsecondary Education grants

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